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ABSTRACT

Prepared by an instructor and curriculum development specialist of the Minnesota Work Opportunity Center, this document describes a course designed to aid the dropout and/or hard-core unemployed youth develop skills in personal improvement and foods. The approach focuses on the individual and what he wishes to accomplish. Students who desire to take the course complete an information form which is then used to outline a course of study based on the stated goals. The course is flexible, and content is broken down into small instructional units in order to provide continuing positive reinforcement and to minimize frustration. In addition to the information form, each student completes an accomplishment form at the end of each unit, and both forms are filed in his folder where they are accessible to both the student and instructor. Instructional topics and an annotated bibliography are included for the areas of personal improvement, foods, home management, and child care. Brief descriptions of the Center's instructional areas, a listing of techniques and motivational devices, and two case studies are appended. Related materials are available as VT 011 518-VT 011 533 in this issue. (SB)

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HOMEMAKING (personal
improvement and foods).

COURSE DESCRIPTION

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THE MINNEAPOLIS
PUBLIC SCHOOLS

WORK OPPORTUNITY CENTER
107 Fourth Street Southeast
Minneapolis, Minnesota 55414

1969

HOMEMAKING (personal
improvement and foods).

REPORT PREPARED BY:

Idebelle G. Silverstein
Instructor

Floyd L. Anderson
Curriculum Development Specialist

U.S. DEPARTMENT OF HEALTH, EDUCATION
& WELFARE
OFFICE OF EDUCATION

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Raymond V. Nord
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and Industrial Education
Principal Investigator
Work Opportunity Center

Charles F. Nichols
Principal — Director
Work Opportunity Center

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INTRODUCTION

In May 1966 the Minneapolis Public Schools received a Federal Grant under section 4C (Research) of the Vocational Education Act of 1963. This grant was provided to finance an educational endeavor designed to meet the individual needs of the dropout and/or hard-core unemployed youth in the 16 through 21 year age group in terms of skill training, related information and supportive services.

Funds are also received from the Minnesota Department of Vocational Education, Title III of the National Elementary and Secondary Education Act, and the Minneapolis Public Schools. All certificated personnel at the Work Opportunity Center must be vocationally certified under the Minnesota State Plan for Vocational Education.

It was felt at the outset that if we were to deal effectively with students in school, it would be necessary to help them deal with their problems out of school. At the present time the WOC staff numbers fifty. Included are personnel in guidance, work coordination, social work, research, health, clerical, building maintenance, and administration.

Facilities are provided in the following areas: Business Education, Communications (related), Creative Art, Drafting (related), Dry Cleaning, Electricity and Electronics, Food Preparation and Service, Homemaking (clothing and interior decorating), Homemaking (personal improvement and foods), Machine Tool Operation, Marketing and Merchandising (retail sales), Mathematics (related), Nurses Aide and Hospital Orderly, Offset Printing, Reading (remedial and developmental), Service Station Attendant and Light Automotive Maintenance, Small Engine Maintenance and Repair, and Social Communications (related). Brief descriptions of these instructional areas appear in Appendix A of this report.

Because of a general and local need for workers in nearly all occupations, the selection of technical course offerings was based largely on kinds of occupations, i.e., those in which a worker has good opportunities for advancement if he has the ability and desire to do so.

Because this report is concerned with the curriculum of a particular instructional area, program descriptions of supportive services are not included. This information is available in the WOC Summary Report of Activity and Research for the period May, 1966 to June, 1968.

The basic differences between instruction at the WOC and in conventional schools are in the setting and the approach.

The setting is a non-school type building with an informal, relaxed atmosphere. Class size is small. No one is ever too busy to give a student some of his time when the student needs it. The unique feature of our "rules and regulations" is that they are either functional or non-existent. The Student Advisory Committee has a strong voice in determining the rule structure at WOC and its implementation. A basic requirement is that a student be enrolled in a technical area. Other than that, decisions are made by students, with all the help they need or will accept from teachers, counselors, social workers, work coordinators, clerical staff, and administration.

The approach focuses on the individual. His needs are paramount. Each student is accepted as he is. His level of achievement or performance is determined, not assumed. He is taken from where he is and is assisted as far as he will go in the shortest possible time. No instructor or student is burdened with a standardized curriculum or a fixed set of materials. Grades are not used. Content is broken down into small instructional units in order to provide continuing positive reinforcement

and to minimize frustration. Successes, however insignificant, are emphasized. Instructors are sincere in their efforts with students for two reasons: 1. Teacher selection was based largely upon the possession of this characteristic of sincerity and, 2. An instructor without a sincere approach would soon have an empty classroom, for the only "hold" he has on his students are the relationships he can establish with them. These positive relationships are not always easy to establish, in fact, are not established at all in some cases (we also have our dropouts).

A listing of techniques, materials, and motivational devices that have been selectively utilized by WOC staff appear in Appendix B of this report.

The results of this kind of an approach are satisfying when evaluated in terms of positive attitudinal changes over a period of time. An outstanding example is the fact that in a school population where approximately one-fourth of the students are on probation or parole, and nearly all have dropped out of the conventional school, there has not been one discipline problem in a classroom or training area.

Floyd L. Anderson
Curriculum Development Specialist

Table of Contents

HOMEMAKING

(personal improvement and foods)

	<u>Page</u>
Statement of Objectives	1
Attainment of Objectives	5
List of Instructional Topics	11
Annotated Bibliography	15
Appendix A	
Brief Descriptions of Work Opportunity Center Instructional Areas	A-1
Appendix B	
Techniques, Materials, and Motivational Devices	B-1
Appendix C	
Case Studies	C-1

STATEMENT OF OBJECTIVES

To develop in each student:

1. The desire, knowledge, and skills necessary to be healthy, well groomed, and attractive.
2. A knowledge of the elements that make up a pleasing and well adjusted personality.
3. The knowledge and skills necessary to plan, prepare, and serve nutritious meals at various income levels.
4. The ability to budget time and money properly.
5. The knowledge and skills involved in infant child care.
6. The ability to manage and maintain a home.

OBJECTIVE 1

To develop in each student the desire, knowledge, and skills necessary to be healthy, well groomed, and attractive.

A student achieving this objective will:

1. Understand the importance of good health and grooming.
2. Possess the knowledge and skills involved in proper grooming.
3. Be able to plan, select, and maintain an attractive wardrobe.
4. Emphasize good physical features and minimize less desirable ones.

OBJECTIVE 2

To develop in each student a knowledge of the elements that make up a pleasing and well adjusted personality.

A student achieving this objective will:

1. Recognize and develop positive traits and work to overcome negative ones.
2. Understand the importance of developing and maintaining good relationships at and away from work.
3. Acquire knowledge and skills necessary for the roles of welcome guest or gracious hostess.
4. Understand the need for recreation and relaxation.

OBJECTIVE 3

To develop in each student the knowledge and skills necessary to plan, prepare, and serve nutritious meals at various income levels.

A student achieving this objective will:

1. Understand the importance of recommended foods in the diet.
2. Plan meals on a whole day basis.
3. Have a knowledge of the varying nutritional needs of individual family members.
4. Acquire knowledge and skills in the basic methods of food preparation.
5. Know how to work efficiently in the kitchen.
6. Understand the importance of proper food preservation and storage.

OBJECTIVE 4

To develop in each student the ability to budget time and money properly.

A student achieving this objective will:

1. Apply the principles of budgeting in order to derive the most satisfaction from his income.
2. Recognize that the wise use of time and money contribute toward a happy home and marriage.
3. Be aware of the wide variety of opportunities for the use of leisure time.

OBJECTIVE 5

To develop in each student the knowledge and skills involved in infant child care.

A student achieving this objective will:

1. Be aware of basic needs of infants.
2. Have a knowledge of the reasons for different kinds of infant behavior.

3.

3. Know how to handle undesirable responses and encourage positive behavior.
4. Understand that each member of a family has responsibilities toward an infant in the home.

OBJECTIVE 6

To develop in each student the ability to manage and maintain a home.

A student achieving this objective will:

1. Know and apply good safety practices in the home.
2. Take proper care of household equipment.
3. Know how to care for and launder clothing properly.
4. Know how to care for woodwork, floors, walls, windows, and furnishings.
5. Realize the advantages of having each family member responsible for certain tasks.

ATTAINMENT OF OBJECTIVES

Students usually enroll in the areas of personal improvement and foods for one or more of the following reasons:

1. High school credit.
2. Referral by technical area instructor to help student become employable.
3. Personal desire for self-improvement.

New students are asked to fill out an information sheet as they first enter the area. The sheet contains blanks for name, address, telephone number, counselor's name, technical area, WOC schedule, and working hours, if any. The sheet also contains the following questions:

1. What are your reasons for enrolling at WOC?
2. How do you hope to benefit from studying in this area?
3. What do you hope to do when you leave WOC?

The completed information sheet provides a basis for a "get acquainted" interview that takes place on the first day, if at all possible. The interview is designed to put the student at ease and to begin to outline a course of study in terms of goals stated on the information sheet. The instructor makes a conscious effort to help the student set some goals if this seems necessary. It is very important that the ultimate decision be the student's. Having made the decision commits the student to action toward fulfillment of the goal. At times, a student may express a desire to work at something outside of his outlined course of study. The course is flexible and this kind of activity is encouraged to take advantage of the student's motivation.

The information sheet is placed in a folder in the student file where it is accessible to both the student and the instructor. This file

is kept up-to-date by the daily addition of a student completed accomplishment sheet. This form has proven to be very worthwhile for student and instructor as a reference to review a student's progress towards his goals, and as a basis on which to plan the next period of learning. It also provides continuing positive reinforcement for the student. The following information is included on the accomplishment sheet:

Name _____
Date _____
Subject Area _____
 Foods, Self-Improvement
Individual Unit You Studied Today _____
References Used _____
Activities You Finished Today _____
Unit and/or Activity You Plan to Study Tomorrow _____
Time Spent Today _____

Most students have found this accomplishment sheet to be of great value to them.

Many factors are involved in helping WOC students achieve. The most effective seems to depend upon the establishment of a warm, sincerely friendly relationship between the student and the instructor. The atmosphere should be relaxed and non-threatening. Performance standards must be developed or raised gradually so that the student can be successful and at the same time, continue to improve. At times success seems quite marginal but even these periods should be rewarded with praise, and encouragement toward further achievement.

If a student seems to possess a poor self-image, effort is focused toward bringing this up to a more acceptable level. It is necessary that each student establish a pattern of success.

A continuing appraisal is made of instructional content and materials. Content that cannot be readily utilized by students outside of school is discarded.

It is also very necessary that the instructor maintain a strong personal interest in each student. Some time should be spent with each student every day. With many of these students, as much as fifteen or twenty minutes per day must be devoted to each of them in order for them to maintain their interest. Success, achievement, and good attendance patterns are positively correlated.

All of the foregoing concepts or factors bear directly on attendance as well as success and achievement. If a student's family problems or other social problems are extreme, he must be helped to deal with them. Our efforts in school are directly affected by out-of-school problems.

The need for more money to buy basic wardrobe items or grooming supplies is seemingly apparent until money budgeting is studied. Many students then realize that money spent for luxury and unnecessary items can be spent in a better way for essentials. Usually mismanagement of money is the real cause of financial problems rather than a lack of money.

Inter-department interest and cooperation concerning each student is very important. This might take the form of case studies or frequent informal "chats" over a cup of coffee. Most of these take place between the student's counselor, technical area instructor, school nurse, social worker, and self-improvement instructor. The student has at his disposal a progress rating sheet which he can request any of these staff members to complete at anytime.

On a unit of learning such as "How to Write an Application Letter" the student may use the Related English instructor as a resource. On a

unit pertaining to interviews, a mock job interview arranged between the student and the job coordinator is an effective technique. In helping a student train for a job as a fashion or cosmetic salesperson, the retail sales instructor and self-improvement instructor work cooperatively. In studying wardrobe care, repair, or construction, the clothing instructor becomes the student's chief resource.

Through the unified efforts of the clothing department, the art department and the self-improvement department, two very successful fashion shows were planned and presented. As part of self-improvement, the girls were taught grooming, modeling, and how to appear poised on a stage. These were valuable learning situations relating to all areas of self-improvement.

Resource persons and materials from outside of WOC are utilized whenever possible. Films and filmstrips are used on a selective basis. A commercially prepared exercise record is used frequently by students interested in figure improvement.

When girls study hair styling, a nearby beauty school assists them with an attractive and easy to manage hair-style -- this includes a demonstration of the appropriate setting for the style chosen. A French exchange teacher added some very interesting foods experiences by preparing several French recipes.

A variety of books, pamphlets, and other materials (a few copies of each) provide students with an opportunity to research their chosen unit. These materials are written at different reading levels, and are generally appealing and interesting. Most utilize a rather practical approach to the subject. Materials are kept up-to-date. A portfolio of activities which is coordinated with a reference book in self-improvement has been well accepted. Several audio tapes on various learning units have been

prepared for disabled readers. The student listens to the appropriate tape while simultaneously reading the reference.

Several mail-order catalogues are available and have been used as interesting references for units such as:

- color coordinating a wardrobe

- aspects of visual poise

- grooming

- care of clothing

- personal money management

- becoming a wise shopper

The dietary habits of many of these students are less than desirable. Most of the nutritional problems are not due to a lack of money but rather to a poor choice of foods nutritionally and economically. It is disappointing to note the amount of money spent by persons on low incomes for luxury foods -- such as potato chips, cold drinks, and commercial bakery products rather than for nutritional necessities. Learning how nutritional needs vary for different family members is another interesting area of study. The criteria for judging a "good cook" is not merely how well food is prepared, but more importantly how well all members of the family are fed. At the same time she must do as much as she can toward their achieving and maintaining normal weight. This approach to nutrition and foods "makes sense" to WOC students.

In regard to weight control, the student learns how to healthfully correct an uncomplicated weight problem. This is taught only after a complete physical and in cooperation with our school nurse. Many of the girls find they are overweight to some degree. They are eager to learn what factors contribute to excessive weight. When these factors are

understood they find it easier to remove the excess weight and to maintain normal weight. Several girls have lost twenty or more pounds of weight and are joyously happy over their accomplishment.

Food preparation and nutrition are taught on the basis of planning and/or preparing a balanced meal using simple foods as well as less common ones.

Fun and creativity in preparing and serving foods is emphasized. Students are encouraged to select and prepare foods for a variety of guests. Varied experiences with foods seems to build confidence as well as developing charm and poise.

INSTRUCTIONAL TOPICS

PERSONAL IMPROVEMENT

1. Grooming
 - a. Skin care
 - b. Choice and use of cosmetics
 - c. Hand and nail care
 - d. Hair care and arrangement
 - e. Leg care
 - f. Wardrobe care and planning
2. Poise and Posture
 - a. Etiquette
 - b. Visual poise
 - c. Sitting, standing, and walking
 - d. Posture checks
 - e. Posture correction
3. Exercises
 - a. Measurements
 - b. Daily exercise program
 - c. Spot reducing exercises
4. Personality Development
 - a. Attitudes and actions
 - b. Developing positive traits
 - c. Recognizing and overcoming negative traits
5. Voice
 - a. Qualities to develop
 - b. Vocabulary
 - c. Conversational charm

6. Relaxation
 - a. The need for relaxation
 - b. Balance in daily activities
 - c. Developing a healthy outlook
 - d. Causes, effects, and suggestions for reducing tension
7. Success on the job
 - a. What to look for in a job
 - b. Applying for a job
 - c. Working with others
 - d. Employer's expectations
8. Success away from the job
 - a. Personal finances
 - b. Dating
 - c. Sex education
 - d. Marriage

FOODS

1. Nutrition
 - a. Importance of a balanced diet
 - b. Nutritional values of foods
 - c. Varying nutritional requirements
 - d. Effect of preparation method on food value
 - e. Suggestions for reducing, increasing, or maintaining body weight
2. Buying foods
 - a. Comparative shopping
 - b. Best buys
 - c. Checking quality and quantity

3. Planning meals
 - a. Breakfast
 - b. Lunch
 - c. Dinner
 - d. Snacks
4. Preparing various foods
 - a. Fruits
 - b. Cereals and quick breads
 - c. Yeast breads
 - d. Sandwiches
 - e. Salads
 - f. Casseroles
 - g. Meats
 - h. Vegetables
 - i. Desserts
 - j. Pies and pastries
 - k. Storage and use of leftovers
5. Serving
 - a. Preparing dining area
 - b. Table setting
 - c. Entertaining guests

HOME MANAGEMENT

1. Buying for the home
 - a. Checking quality
 - b. Comparative shopping
 - c. Budgeting use of credit

2. Care and maintainance

- a. Use and care of major appliances
- b. Use and care of small appliances
- c. Daily, weekly, monthly, and seasonal cleaning
- d. Organization for efficient use of time and effort
- e. Safety in the home

CHILD CARE

- 1. Pregnancy
- 2. Growth patterns
- 3. Childhood diseases

SELECTED ANNOTATED BIBLIOGRAPHY

BOOKS

Better Homes & Gardens Cookbook Series:

Salads; Meats; Casseroles; Desserts; Meals in Minutes; Pies & Cakes

Betty Crocker's Specialty Cookbooks:

Hostess Cookbook; Cake & Frostings Mix Cookbook; Dinner in a Dish;
New Good & Easy; New Dinner For Two; Cooky Book

These are very complete and are very attractively and usefully illustrated.

Briggs, Allen. Mind Your Manners. New York: Lippincott, 1968.

It's a popular and easy to read etiquette book for teens.

Craig, Hazel. Thresholds to Adult Living. Peoria: Charles A. Bennett Company, Inc., 1962.

A very worthwhile reference in many areas especially in the areas of personality development and child care.

Duvall, Evelyn. Love & The Facts of Life. New York: Association Press, 1963.

Excellent reference on sex education. Its completely frank and honest presentation on the subject is appreciated by young people.

Duvall, Sylvanus. Before You Marry. New York: Association Press, 1959.

A factual, inclusive and practical approach to the problems of love and marriage.

James, Barry. Call Me Mister. Bronx: Milady Publishing Co., 1966.

Young men with above average reading ability find this to be an interesting reference in helping them towards successful living.

Loeb, Robert. She - Manners. New York: Association Press, 1959.

A modern, cleverly written book on basic etiquette for young girls.

McDermoth, Irene, Mabel Trilling, and Florence Nicholas. Food For Modern Living. New York: J.B. Lippincott, 1967.

This reference is used very often for basic cooking techniques and recipes - has a practical approach.

Peterson, Eleanor. Successful Living. Boston: Allyn & Bacon, Inc., 1959.

A valuable reference book when trying to analyze one's personal problems and various ways of adjusting to them.

Raines, Margaret. Managing Livingtime. Peoria: Charles A. Bennett Company, Inc., 1966.

A complete, well-written source in home management and family living.

Shank, Dorothy, Natalie Fitch, and Pauline Chapmen. Guide To Modern Meals. New York: McGraw-Hill Company, 1964.

The highlighting of important principles and facts together with much utilization of graphic and pictorial work makes this reference interesting and appealing to the average or above reader.

Starr, Mary. Management For Better Living. Boston: D.C. Heath & Co., 1963.

Excellent reference on all forms of home and family management - time, energy, money, talent. It is concise, practical, and packed with good ideas on effective management even though photographs may be quite out of date.

Tolman, Ruth. Charm and Poise For Getting Ahead. Bronx: Milady Publishing Company, 1967.

This contains an extensive and practical approach to the development of womanly charm.

Vanderbilt, Amy. New Complete Book of Etiquette. Garden City, New York: Doubleday & Company, 1963.

A reliable and complete reference in the area of etiquette.

Whitcomb, Helen, and Rosalind Lang. Charm. New York: McGraw-Hill Inc., 1964.

Together with its accompanying portfolio of activities, this source is excellent for independent study.

Woods, Elizabeth, Rebekah Shuey, and Esther Young. Learning About Children. New York: J.B. Lippincott Company, 1964.

A thorough, easy to read source in the development of a child. It also lists additional suggested reading for each unit which is helpful.

PERIODICALS

Better Homes & Gardens. Meredith Corp. Des Moines, Iowa.

These are frequently used as a reference by students and instructor in all areas of Home Economics.

Changing Times. Kiplinger Washington Editors, Inc. Editors Park, Md. 20782.

Consumer Bulletin. Consumers Research, Inc. Washington, N.J.

Forecast for Home Economics and Co-Ed. Scholastic Magazines, Inc.

These are very important for instructor reading in helping her keep up-to-date on various approaches towards Home Economics education, also keep current experimentation in areas such as foods and nutrition.

Glamour. Conde Nast Publications, Inc. New York, N.Y.

Students use this as an interesting reference in all areas of self-improvement.

Good Housekeeping. 959 8th Avenue, New York, N.Y.

Hair-Do. Dell Publishing Company. Washington, N.J.

This is excellent especially in helping students with hair care and styling.

Illinois Teacher of Home Economics. Home Economics Education, University of Illinois.

Mail Order Catalogues: J.C. Penney, Sears, Roebuck, Montgomery Ward, etc.

These are very helpful in teaching wardrobe planning, budgeting, and visual poise.

Tips & Topics in Home Economics. Public Information Department and School of Home Economics. Texas Technological College, Lubbock, Texas.

AUDIO-VISUAL MATERIALS

Filmstrips:

1 Allen Time (Record)

An accelerated program of exercises designed to help girls and women improve their figure. Students alternate this series with other exercise programs.

General Mills: Easy as Pie; Beautiful Cakes; Mealtime Can Be Magic; Modern Cookery Instantized; Batter Breads; Yeast Breads.
Minneapolis, Minnesota

APPENDIX A

BRIEF DESCRIPTIONS OF WORK OPPORTUNITY CENTER INSTRUCTIONAL AREAS

BUSINESS EDUCATION

Instruction is offered in typing, filing, bookkeeping, record keeping, and in the use of small calculators, key punch machines, and office duplicating equipment. All instruction is based on current business practice. There are many positions open to students who complete this training. Included are jobs as typists, file clerks, receptionists, and key punch operators.

COMMUNICATIONS (related)

Students work individually at improving their oral language usage, writing skills and study habits. A wide variety of printed materials, audio-visual equipment and materials, and the use of individual study carrels facilitate student progress. Work may be directed toward transfer credit, GED test preparation, or job related skills.

CREATIVE ART

Students work independently. Individual instruction is provided with a wide variety of materials and equipment. The goal is the development of confidence in the areas of decision making, self-expression, and evaluation in art and everyday life. Within this framework, a student may study in depth or he may explore several areas.

DRAFTING (related)

Students taking this course learn the basic elements of drafting. The instructor cooperates closely with the teachers and students in the machine tool operation and electricity and electronics areas in order to teach the drafting and blueprint reading related to these specialized occupations. There are many positions open to machine draftsmen. The skills involved are also basic to a variety of related jobs. Qualified students are referred to area vocational schools, technical schools, or apprenticeship programs for further training.

DRY CLEANING

Students in this area are instructed in all phases of operation of a modern dry cleaning plant. They are encouraged to specialize if they express a desire to do so. Instruction in marking, invoicing, and customer service is handled by the marketing and merchandising teacher. Students can learn basic tailoring and garment repair in the sewing section of the homemaking area. Persons possessing these skills are in great demand in the Minneapolis, St. Paul area.

ELECTRICITY AND ELECTRONICS

This course provides instruction in the fundamental principles of electricity and electronics. Topics include codes, laws, terms, and techniques common to this field. Modern testing equipment is used to diagnose and locate problems in radio and television receivers in order to complete necessary adjustments or repairs. With the present rapid expansion of this field, persons with basic knowledge and skills have little difficulty finding positions in production, service and repair or in advanced training programs.

FOOD PREPARATION AND SERVICE

Students in this area are instructed in the preparation and serving of soups and sauces, vegetables, meats, desserts, and breads. They also gain experience in selecting, ordering, receiving, and storing foods. Instruction is given in proper methods of setting tables and serving customers for those interested in this phase of the industry. Students completing this course are qualified to work in one or more of the following positions: salad worker, short order cook, cooks helper, kitchen worker, bakers helper, and waitress or waiter.

HOMEMAKING (clothing and interior decorating)

Students in this course receive instruction and practical experience in the areas of sewing, garment selection, and home and money management. Other units include interior decorating and related crafts. A special unit in basic tailoring is available for men that are learning dry cleaning. Students may use these skills in their own homes or as a basis for a variety of related occupations.

HOMEMAKING (personal improvement and foods)

Students taking this course work independently in the following areas: personality development, health improvement, foods, and marriage and family living. Topics covered within these areas include proper diet, exercise, grooming, wardrobe care and planning, visual poise, home food preparation, infant care, etc. Young men or women may select one or more parts of this program according to their interests or needs.

MACHINE TOOL OPERATION

Training in machine tool operation stresses the development of skills through practical experiences. Instruction is also provided in related topics. Machines used include the drill press, engine lathe, bench grinder, surface grinder, cutoff saw, and vertical and horizontal milling machines. Students completing this training are qualified for a variety of entry level positions in machine shops.

MARKETING AND MERCHANDISING (retail sales)

Emphasis in this course is placed on retail sales. Theoretical and practical instruction is provided in clerical skills, duties of salespersons, the selling process, and human relations. Review and practice in mathematics and communications is arranged when necessary. Two specialized areas included are cashier-checker and dry cleaning counter girl training. Many full and part-time positions are available to students possessing skills in the field of retail sales.

MATHEMATICS (related)

Instruction is provided on an individual basis for students who desire mathematics related to their technical interests. Work in this area may also be directed toward a high school diploma or the GED certificate. A stimulating variety of materials and methods are used to present theory and practical application.

NURSES AIDE AND HOSPITAL ORDERLY

Students taking this course are instructed in the knowledge and skills necessary for working as aides or orderlies in hospitals and nursing homes. Six to twelve hours a week are spent caring for patients in hospitals or residents in nursing homes. This experience is also valuable to students in home situations.

OFFSET PRINTING

This course provides training in offset printing and related darkroom procedures. Instructional units include composition and layout, process camera operation, stripping, plate making, small press, and finishing operations. Minnesota ranks very high nationally in the number of workers employed in the graphic arts industry. Students completing this course find many entry level positions open to them.

READING (remedial and developmental)

The specific nature of each student's reading problem is diagnosed. A program for remediation or improvement is designed by the instructor and student. A variety of equipment and material is used, ranging from that suitable for very disabled readers to that useful with students reading at the college level. An effort is made to relate classroom experiences to the technical area in which the student is enrolled. Emphasis is placed upon individual contact, with each student given continuing encouragement in his efforts to improve.

SERVICE STATION ATTENDANT and LIGHT AUTOMOTIVE MAINTENANCE

Training in this area is carried on in a WOC operated service station that is open to the public. Instruction is provided in driveway sales, lubrication, engine tune-up, brake work, and other repair and maintenance tasks short of major overhaul or body work. Students may receive related instruction in mathematics, sales, accounting, communications, etc. at the Center in addition to the related units taught at the station.

SMALL ENGINE MAINTENANCE and REPAIR

Persons enrolled in this course work independently on a variety of WOC, student, and customer owned two and four cycle gasoline engines. Instructional units in servicing, adjustment, repair, and overhaul are included. Students seeking employment in this field or those having to operate small gasoline engine powered equipment benefit greatly from this instruction.

SOCIAL COMMUNICATIONS (related)

Student interests and needs are given primary attention. The course offerings include independent study in psychology, government, labor unions, human relations, etc. A large number of references and audio-visual aids are available for student use. Instruction is presented on an individual basis as well as in small discussion groups.

APPENDIX B

TECHNIQUES, MATERIALS, AND MOTIVATIONAL DEVICES

Techniques, materials, and motivational devices that have been selectively utilized by Work Opportunity Center staff are listed below.

TECHNIQUES

1. Teacher-student talks. Teachers endeavor to determine where a student is, achievement-wise, and work with him from that point.
2. Subject matter content is divided into short instructional units, one-half to two or three hours in length.
3. Students are praised for completing a task or short unit. They may receive awards of merit for completing groups of units three or four weeks in length.
4. Students are often allowed to make their own choice as to what materials they will read or study.
5. Work and a record of progress is frequently kept up to date by the student. Self-evaluation - kept in individual student folders.
6. Teachers encourage students to move on to successively difficult tasks when success has been achieved on easier ones.
7. Open door policy - a student may come in anytime either to work or ask a question. Students are, however, encouraged to attend classes as they are scheduled.
8. Frequent, well organized field trips. Students decide where to go and what to look for.
9. Students are asked to make written comment on what they read - little correction - emphasis is placed on ideas and expression, not on grammar, spelling, etc. - teacher learns from and about student.
10. Compliments received concerning performance, attitude, etc. are shared with the student or students involved.
11. Good attendance is encouraged - emphasis is placed on days attended, not days missed.
12. Students keep own attendance by signing in and out of class.
13. Students are occasionally given blocks of work and allowed to progress as fast as possible.

14. Students are urged to call in when they are going to be absent. If a student doesn't call, the instructor or outreach worker calls the student. The emphasis is on better attendance, not excuses.
15. Classroom atmosphere is informal, relaxed, conducive to self-expression. Adverse competition is all but eliminated.
16. Student participation in planning the next day's work increases attendance.
17. Success is increased greatly when class size is kept small. This permits more individual attention, closer supervision, and programs of instruction tailored to individual needs and rates of learning.
18. Teachers notify intake personnel when they feel their class is full. The class size varies with the amount of individual attention each student needs. When the teacher can work with more students they are assigned.
19. Incoming students are given a brief test to determine reading level. Instructors are made aware of each student's reading ability. Students may also be programmed into a remedial or developmental reading situation.
20. Student and teacher work out the fine points of scheduling - agree on short and long-term goals.
21. The programming of students and jobs through the shop is done in the manner followed in industry.
22. Length of class periods and courses are flexible - depends on student proficiency and attitude.
23. Each individual is accepted as worthy regardless of personal appearance, manner of dress, or personality characteristics that may seem negative.
24. The use of advanced students to assist in the instruction of newer students has positive effects on both.
25. Instructors endeavor to establish a "helping" relationship..."I am going to help you get ready for this job." This approach emphasizes "partnership" in learning.
26. Every effort is made to get the students "doing" as soon as possible.
27. Two or more training areas may cooperate in teaching several phases of a course, e.g. Dry Cleaning - Marketing and Merchandising - Homemaking (sewing).
28. Lecturing, preaching, bossing, or threatening by the instructor is avoided.
29. Students are allowed to clean and press their own clothes or those of their family. They become much more critical of their work in these cases.

30. Homework is not assigned unless a student expresses a desire for it.
31. Most technical areas require very little reading or written work. Emphasis is placed on performance.
32. New students enter the program every week.
33. An intensive two-day orientation program is designed to made students feel comfortable in a new setting.
34. Students in the food preparation area plan a menu for the week and then prepare all of the food. Cafeteria-classroom is open to the public.
35. When a student exhibits greater than average interest in an area or department he is encouraged to specialize.
36. Regular office desks and equipment are used in Business Education. Room is arranged like an office.
37. Students are encouraged to accept their peers.
38. Students are asked to underline words or phrases in paperbacks or magazines. The instructor and student then go over these together.
39. The Marketing and Merchandising area is organized like a retail store using regular store equipment.
40. Students are never told that they are not capable of certain things. They are expected to perform. When necessary, realistic alternatives are presented.
41. Dry Cleaning - the use of student planned weekly "Specials", e.g. two skirts for the price of one. This enables students to polish their skills on selected kinds of garments.
42. Instructors avoid negative or emotional reactions.
43. Kindness is shown toward students. They are cared about. Emphasis is on the positive.
44. Instruction is personalized. Students' pictures or portraits (pencil sketches) are posted. Student dress is admired and commented favorably upon if it is in good taste.
45. Students are encouraged to get more education and training.
46. Tape recorders are used to improve oral language usage.
47. Students are shown a process, then allowed to try it themselves. If necessary, they are shown again. They are much more receptive the second time.

48. A manikin is used for student demonstration work in nurses aide classroom.
49. Nurses Aide students receive practical experience in a hospital or nursing home under the supervision of the instructor. They are encouraged to develop their own techniques in handling patient problems.
50. Overhead projectors are used for small group presentations.
51. In creative art demonstrations and/or experiments are carried out by a student or the instructor. This has the effect of motivating other students to try their hand at another art-form.
52. Tests, when used, show a student what he has learned. They are not used to determine grades. Grades are not given.
53. Marketing and Merchandising students learn about qualities of cashiers by going to stores and rating the cashier that waits on them.
54. An attempt is made to have each student learn something new each day.
55. Individual work station tool panels aid shop efficiency and have reduced loss of tools.
56. Student comments or criticisms are accepted with the idea of improving content, techniques, etc.
57. Emphasis is placed upon learning concepts through experiences rather than reading about them.
58. High quality work is encouraged and expected rather than just enough to "get by".
59. Entry and subsequent tests in Business Education are used to show the student what gains he has made.

MATERIALS

1. Short, instructor-produced, materials have been developed on a variety of topics.
2. Pamphlets and paperbacks are used extensively in several areas.
3. Selected materials in related subjects are directed toward the student's vocational interest area.
4. Several newspapers and a large selection of current magazines are used in Reading, Communications, Homemaking, and Social Communications.
5. An individual study sequence in psychology is used in Social Communications that helps promote self-understanding.
6. A series of questions, the answers to which can be found in current magazines, pamphlets, almanacs, atlases or filmstrips.

7. Students select and study materials with large print more often than those with small print.
8. Government Printing Office publications are used in nearly all areas.
9. Language lessons are used that employ local examples and student written sentences.
10. Trade and industrial publications are used in the technical and related areas.
11. No single textbooks are used. Reference materials are available that vary in difficulty and emphasis to accommodate student's ability and interest.
12. A series of retail sales language lessons were developed using Marketing and Merchandising materials.
13. Series of polaroid pictures are mounted and used to show the steps in various processes.
14. Programmed materials are used in several areas. They are supported by individual discussions and problem solving sessions.
15. A card game designed by the students and instructor is used to help students learn capitalization skills.
16. Programmed texts are used in a few areas to polish basic skills.
17. Sound filmstrips used in several areas with projectors that are designed for viewing by one to three persons. These are student operated.
18. Students in two areas are learning new words through the use of a modified tape recording machine utilizing cards with a strip of magnetic tape attached.
19. Films, filmstrips, and sets of slides produced by industry are available for loan or purchase - several areas use them.
20. Teacher produced manuals are used for training checker-cashiers and dry cleaning counter girls.
21. A few games are used in mathematics. The structure and strategy of games provide entry into a wide range of mathematical concepts.
22. Pre-recorded vocabulary tapes are used by students who need work on pronunciation.
23. Industry-produced charts and posters are used by several instructors.
24. Samples or portions of garments are made up showing steps and/or techniques of clothing construction. These are displayed on a series of flip charts.

25. Selected printing jobs are accepted from within the school district if they can be fitted into the training schedule.
26. Students browse and select books on art. They are encouraged to take these home for reading. If the book is a paperback they may keep it.
27. Glaze charts for the four kinds of clay used in art have been presented in four different ways -- mosaic, windchime, freeform mosaic, and relief. These charts, while primarily informative, have also had a motivating effect on students.

MOTIVATIONAL DEVICES

1. Art Shows - Several Art Shows have been set up at W.O.C. and at other places around the city. Work that is on display is also for sale. Most students find greater reward in the fact that people actually liked their work well enough to buy it -- money received seems to be secondary.
2. Coupons - Students receive a coupon worth ten cents for each class they attend. Coupons may be redeemed for lunches, dry cleaning, or automotive service. This system is very popular with the students. It generates several positive effects within our program in addition to providing immediate reinforcement of attendance.
3. Student Projects - Student owned engines, radios, etc. and private non-school equipment are worked on with much more enthusiasm than school training equipment.
4. Polaroid Camera - Pictures are taken of the student at the beginning of a sewing project, as it progresses, and at its completion. These pictures along with samples of the material and different details are mounted on an accordion-pleated story board. Students stop frequently to look at their progress and the progress of others. They also get great pleasure out of bringing in their friends to show them what they have accomplished.
5. Short Term Assignments - Short term assignments have been found to be one of the better motivational devices. A student is more likely to start and work on an assignment if he can see the end.
6. Checklist - A checklist of assignments, worksheets, projects, meetings, and activities is maintained in several areas. As each student in the class completes an activity, a checkmark is put in the proper square.
7. Successful Student Display - A large bulletin board upon which is displayed a close-up snapshot of each student who has gained clerical employment after having attended the Work Opportunity Center and has taken business training. A caption under the picture simply lists the student's name, place of employment, and type of work being performed. Some are depicted by two photos in a "before" and "after" arrangement. Prospective and beginning business students seem highly motivated by this display as they see the success being enjoyed by those pictured.

8. Time Clock - Most small engines students become hourly employees. A time clock was introduced as a training device. Use of this clock has motivated students toward better attendance. It has also simplified record keeping and provides a quick, line of sight reference showing who is in the shop. A time clock is also used in the marketing and merchandising classroom as it would be used in a place of business. Each student "punches" in or out for class as they would on a job. A student is assigned a rate per hour and calculates his earnings. Problems in determining deductions are also used. As a student progresses, his salary rate goes up.
9. Awards of Merit - An award of merit certificate is used in many areas of the Work Opportunity Center. The awards are earned by students for attending various series of classes and for completing certain tasks and assignments. For many students this may be the first such recognition they have received.
10. Insignia - Food Preparation is divided into five levels of accomplishment. Sleeve stripes are awarded to students for performance and attendance in various levels, and also inform the public of the student's position in the kitchen. Students attend and perform to be promoted from one level to another. Promotion is based on agreement of the instructor and the student department head and voted on by the entire kitchen staff.
11. Path to Charm - On "The Path To Charm" certificate, students plot their course with various colored stars as they complete units in personal improvement. Pictures taken with the Polaroid camera are inserted behind a felt paper frame on the certificate. These add recognition and a personal touch which the students need so desperately. Replacement pictures are taken and framed as the girls progress.
12. Books Expendable - This is a program which makes a variety of paperback books freely available to students. Several hundred volumes are on display, in bookstore-type wire racks, in the Reading Center. Students have complete freedom of choice in selection and are not required to seek permission before withdrawing a book. They are, however, encouraged to return the book when they have finished with it and to "swap" it for another. New titles are added each month to keep the collection up-to-date and to stimulate interest.
13. Written Contract System - Students enter into a written contract with counselors, teacher and others concerned. It "binds" both the student and the staff. He agrees to attend for a specific number of class hours, a specific number of days per week with the contract written for a relatively short period of time, depending on the resources of the student.
14. Point System - Because high school credit is important to many of our students, a point system is in effect in most areas of W.O.C. This system helps provide continuing reinforcement and facilitates record keeping and evaluation. One point is the equivalent of approximately one hour of work. Eighty points equals one credit. Fractional credit may also be recommended. This system complements the W.O.C. program.

15. Chart of Learning Units - A chart is on display in the business room depicting the various courses being offered. These courses are subdivided into fractional parts or learning units. The unique feature of the chart is in the visual subdividing. It is greatly simplified so that the student is not threatened by a feeling of insurmountable course work. Credit or check off is made early and quickly after the completion of the most rudimentary tasks. This is recorded on the business student's record card. As the student progresses through the learning units, credit and check off is given at specific junctures.
16. Field Trips - Art students have taken field trips to art museums, galleries, studios, exhibits, and theatres. Hikes and/or sketching trips have been taken to a dancing studio, the river, the downtown area, and the zoo. These trips are popular with the students and are always well attended.
17. Consultations - Individual and group consultations with students help eliminate grievances, improve attitudes, improve attendance, and make the students feel important. They also help instructors determine student needs, desires, etc. and make possible better referrals to other departments.
18. Re-Organization of Service Station - Peg board storage for tools - shelving for oil, etc. - rearranging of impulse sales items, painting back room and office, complete change of salesroom and office area. Helped establish a proprietary attitude in students - it's "our" or "my" station now.
19. Uniforms - An adequate supply of uniforms is maintained at all times at the Service Station and in the Cafeteria. This not only provides clean uniforms at all times, but has also been a definite, motivating factor in these areas.
20. Machine Parts - Students in the machine shop, on occasion, make parts for and rebuild machines that are no longer operable or are inaccurate to the point that they are of little value. This has been an excellent motivational device. A student can actually see the part that he produced functioning as a part of the machine.
21. Unstructured Time - Students are invited into the sewing room to work on an interior decorating oriented craft. A variety of simple projects have been completed. Each student keeps his project. A number of students who previously had little or no contact with each other have worked together in an atmosphere of friendliness and cooperation. These sessions are unscheduled, but generally take place once every four to six weeks.

APPENDIX C
CASE STUDIES

Case Study #1

The young man focused upon in this study is an 18 year old who voluntarily terminated his academic career after completing the tenth grade. He had earned 7 credits while enrolled. The reason given for withdrawal was to work. An inability to function within the social atmosphere of the school, failure to develop satisfactory peer relationships, and a marked reading disability were prime contributing factors in this decision also. These factors were evidenced throughout his elementary and junior high years as well. Records indicate average to well below average personality ratings, low average academic aptitude, and very poor achievement as measured by standardized tests. Junior high attendance also was rather poor. Anecdotal comments by teachers indicate an insecure, distractable, defensive, and sometimes aggressive (but not dangerous) lad. Social adjustment was a continual problem and psychological referrals were made.

A very early bout with polio resulted in a leg condition corrected by a brace and surgery. He apparently has been in good health for some time now, but his slightly shorter stature has produced an over-sensitivity to it throughout his life. He seems to value physical status and peer outbursts have resulted when his masculine prowess has been threatened. Although he would like to be a police officer, he feels his size is against attaining this aspiration.

Recently, after coming to the Center, he seems to have made amazing social progress and quite remarkable academic progress as well. He wants to earn a diploma and has made great strides toward it. Although reading remediation programs have helped little, progress at the Center was most

encouraging (advancement from grade 3 to grade 8 reading ability) in a short time. He entered the Home Economics area several months ago.

The boy was enrolled in the area of foods and self-improvement. He came looking quite unkempt with a beard and hair reaching his shoulders, but gave an unsolicited statement that it was "all so nice to hide behind." Motivation for learning was very strong however. He felt that he should learn as much as he could from all areas at the Center.

As a result of the preliminary individual conference with him, it was decided that we would begin with learnings in consumer education and a study of daily nutrition needed for a strong healthy body. He showed much interest and did comparative shopping at various grocery stores. We discussed pros and cons of food advertising. He did some basic food preparation which he also enjoyed. His attendance was and continued to be flawless. Instruction was primarily tutorial or in very small groups.

One day in the midst of a foods project he asked for my opinion of his beard and long hair. Tactfully I proceeded to converse on how he might feel this was important to him but that he really didn't need anything to "hide behind" as he was a nice looking fellow and had much to offer society and that society needed him. To all of this he said, "really?" I had an extremely difficult time convincing him of this but stayed one afternoon till past 4 attempting to do this.

The next Monday he walked in with his beard gone and said he was getting a haircut that same week. We felt a sense of accomplishment not only because of the outward signs but because of the fact that he was walking a little taller as he rightfully should.

He then began a grooming and etiquette study as he requested. He completed the short reading assignments and individual activities of a

practical nature with the same faithful attendance and enthusiasm with which he began.

Because of fine accomplishments and general talent in art he became interested (upon the counselor's suggestion) in a part-time job. His appearance and general personality was constantly improving. I kept impressing on him the idea that the world was beginning to see his many fine qualities and that he was just beginning to do justice to himself. He no longer needed to hide from himself or others.

Qualities such as tactfulness and general acceptance of others were encouraged in an atmosphere without many peer pressures and much supportive counseling. He had realized many successes and had helped himself in many ways.

It just happened that he had completed the course at the same time he received the job offer. He did accept the job and has succeeded on this, his first important one.

This young man has now begun the life long task and pleasure of being an asset to society as well as to himself.

Case Study #2

Of concern in this study is a young lady, 19 years old, and a high school graduate. Although she had spent many of her school years in special classes, had a slight speech defect, was apparently a very tense individual, and possibly had some hearing difficulty or auditory aphasia, a clinical examination had recommended a normal schedule of high school classes. And in those she did quite well. She proved to be a determined, absolutely dependable worker with an acceptable personality. She was reported to be very cooperative and had unusual perserverance. So in spite

of poor achievement and low average academic ability scores on standardized tests, she graduated with average to above average grades.

She came from a divorced family situation and was residing at home with her father and three younger children. So she had responsibilities at home, particularly on weekends when the housekeeper was gone. The father was a seasonably unemployed skilled tradesman.

The young lady was interested in art and possible training in that field, although realistic vocational planning had not yet taken place.

At the Work Opportunity Center she became involved in Retail Sales, Reading, Art, and Homemaking activities.

When she first came in, she was depressed, seemingly resentful and almost insolent. She possessed no concern for personal grooming. She appeared very serious and it was impossible to bring a smile to her face. A standard response was "I don't know." This seemed to be her technique for avoiding decisions.

She rebelled at any suggestion concerning the study of self-improvement but "went along" with the idea of having some fun in cooking. This seemed to be the channel through which I could help her to relax, be herself, and to open avenues of self-expression. Self-direction and decision making was encouraged through close, personal guidance. This became one of my chief goals in helping her be more responsible to herself and to others.

Her response "I don't know" became so frequently used that one day I decided that I would try a new technique - anything to help her realize this response had become merely a habit. I therefore asked her a very simple question to which she responded, "I don't know." I then said, "_____, what is your last name - I now expect you to respond as you have to every other question - with 'I don't know'." For the first time,

she started laughing and the standard response was heard seldom thereafter. In fact, wherever she is apt to revert back to this response, she may stop, smile and makes a far more appropriate response. The situation became a healthy source of humor for us.

Progress in all areas has been constant but slow. After some foods work, we moved indirectly into some study in self-improvement. It was evident her hair needed a shampoo and a bath was in order also. We started by cleansing her face every day and worked gradually into the use of cosmetics. We began to shampoo her hair twice a week, setting it on rollers, drying it and showing her how to back comb, arrange her hair and showing her how to use hair spray. We enlisted the help of one of the students at a nearby beauty school to cut and style her hair attractively. WOC provided her with money for this service.

For the first time, I began to see smiles of self satisfaction and pride just beam from her face. With some help on choosing and planning proper foods in the diet plus proper cleansing and use of cosmetics, her skin began to clear. After studying about complexion care and proper use of cosmetics, she completed a facial and makeup routine using the cosmetics provided by the department. Everyday in class, she did facial cleansing and makeup until she decided that she was able to communicate to her father about grooming supplies. After discussing this with him, she was able to purchase a few essentials.

She also decided that she would like a spot reducing exercise program, for her waistline and hips. Her weight is normal according to height and bone structure. She became aware of good grooming.

Her personal needs have suddenly become very important to her. She became eager to improve in many ways.

We took an inventory of the clothes and on the basis of a wardrobe planning unit decided which new items might best be added to make a more adequate wardrobe for her. We used the Wards catalogue.

She also wants to work on oral communication and speech. She told me, "I really need to work on that."

She also has been spending two days a week (approximately) on learning how to prepare meals. She is in charge at home on weekends (as the housekeeper does not work then) so this also is important for her to learn. She will soon be ready to be placed on a part-time job but because of the lack of money for clothes and other essentials, I suggested that she seek employment within the Center (on a Work-Study program) to enable her to buy these necessary items. She is enthusiastically working in the home-making area as a general helper. She is learning how to manage money and a home.

Working toward the improvement of her total personality in this highly individualistic tutorial way, using real concerns and real activities in an informed, non-academic approach, has brought success and rewards to both of us. The changes in her appearance and outlook have been almost unbelievable in a relatively short time. She is beginning to think and plan more realistically toward a retail sales position. She will probably work into it slowly to gain confidence and support. Our close follow-up and encouragement seems to be an important key in these successes.